

# High School!

A Newsletter for California Educational Leaders

## A Message from the Superintendent

We all remember our high school years. Being a teenager was never easy, but the challenges our young people now face are greater than ever before. As a result, educators have an increasingly difficult task to meet the needs of our high school students.

Enabling all students to reach their fullest potential requires transforming the current system of high school education. We cannot make substantial progress at the high school level by only focusing on isolated districts and schools or by creating a few high-quality, high profile schools. We need comprehensive strategies that enhance and support schools in their efforts to provide effective teaching and learning; engage students in their own education; and offer clear pathways to postsecondary education, careers, and community participation.

Some of the articles in this newsletter take a look at strategies that California schools have used to enhance their students' achievement. Also included is information about ways in which schools can support their students, federal programs that target high schools, and helpful resources.

I hope that the year 2004 brings you much success in your endeavors.

JACK O'CONNELL

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*Taking challenging courses leads to getting into college. So does the support of parents.*

Sandra Feldman, president of the American Federation of Teachers  
*Parade Magazine*, November 2, 2003

# Highlight Site: Alisal High School

## Expanding Existing Elements of Excellence Schoolwide: A Principal's Perspective, April 1998 – October 2003

### Alisal High School

Community:	Rural	Student Demographics:
District:	Salinas Union High School	African American - 0
Enrollment:	2,210	American Indian or Alaska Native - 0
Grade Levels:	9-12	Asian - 0
		Filipino – 3%
API for 2003:	543	Hispanic or Latino – 96%
English Learners:	76%	White (not of Hispanic origin) – 1%
Migrant:	37%	
Free/Reduced Lunch:	75%	

Alisal High School is one of four comprehensive high schools in the Salinas Union High School District. It opened in 1965. Although Alisal High School did not meet its Academic Performance Index (API) target every year, the students have made continuous progress. From 1999 to 2002, the API increased steadily from 433 to 480. While its statewide rank has remained the same at one, its similar school rank has increased to a six. The API target for 2003 was 525, and the school scored 543.

### Three Factors That Have Contributed to Alisal's Continued Improvement

1. Alisal High has the advantage of focused, sustained district leadership. Since 1997 Superintendent Fernando Elizondo and Associate Superintendent Roger Anton have provided consistent and coherent leadership for school reform as noted here:
  - Adoption of the theoretical framework of the Curriculum Management Audit
  - Development of model curriculum guides
  - Identification of research-based instructional strategies (primarily by Robert Marzano)
  - Implementation of a formative assessment system with benchmark testing in English, math, and social studies (There is a correlation of 0.8 between the district's 2001-02 English Language Arts Benchmark Test results and the 2001-02 API growth.)

The same district staff also provided continued support and encouragement. Whether or not Alisal met its API, the staff have continued to demonstrate their confidence that the school is on the right track.

2. Alisal High has built on existing strengths and addressed issues of school culture. In recent years the Health and Human Services Academy, the Literacy Project, the Social Studies Department, and AVID were repeatedly identified as "pockets of excellence" in the school. These pockets are characterized by collaboration of teachers around instructional issues, a focus on evidence of student learning, direct instruction in literacy across the curriculum, and a climate of caring and respect among students and staff.

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## Highlight Site – Continued

The challenge: These pockets of excellence (1) were staffed by volunteers; (2) served only a fraction of the total student body; and (3) provided a rationale for continued low expectations of student achievement by nonparticipating staff members who said, “What do you expect? They have all the good students.” The school continues to address these issues.

3. Teachers have the time to work collaboratively to analyze and respond to the results of student learning. Time for collaboration at Alisal High occurs almost exclusively during the teachers’ regular work-day. Originally, this time took the form of release days by department, course, and program. For the past two years, the school has used High Priority School Grant funds to buy collaborative periods for English, math, and science teachers. These teachers teach four classes instead of five. The collaboration occurs under the leadership of resource teachers, all three of whom are veteran teachers at the school.

All teachers teaching a course such as ninth grade English are part of the collaborative; therefore, every ninth grader has access to a strong base program. The collaborative teachers meet three times a week in the fall and twice a week in the spring. Products of the collaborative include model standards-based lessons, an instructional calendar, and common mini-assessments to monitor students’ progress between each of the district’s benchmark exams.

In conclusion, the administration is proud of the continuous progress that is the result of the schoolwide reforms at Alisal High School. These reforms would not be possible without the hard work of teachers who are willing to risk changing their practices and beliefs for the benefit of students.

By Candy McCarthy, Principal, Alisal High School, [cmccarthy@cce-mail.net](mailto:cmccarthy@cce-mail.net)



*“Alisal High School (AHS) has made progress because students are hearing about or experiencing standards-based teaching and benchmark testing in all of their classes – science, math, English, and social studies. It has become part of the AHS culture.”*

Teacher, Alisal High School



*“A positive climate at Alisal High School has been created because teachers are strict and organized. They have a daily agenda that gets completed.”*

Teacher, Alisal High School

# Nine Essential Program Components for Instructional Success

California is engaged in numerous reform efforts to raise the academic achievement of underperforming students and schools. In order to streamline these efforts, the California Department of Education (CDE), along with its stakeholder partners, is currently working to align the various state and national reform and accountability measures. Doing so will take time, but in the immediate term, CDE is committed to intervention and support within the state's lowest performing schools. In addition, CDE has taken steps to engage all districts in helping schools implement a set of key components for instructional success.

Beginning this year, state intervention and support through School Assistance and Intervention Teams (SAIT) will use a set of nine essential program components to leverage rapid and significant improvement in reading/language arts and mathematics achievement. Each of these nine components is part of the structure needed to have an effective school. Implementation of the components at the elementary and middle school is already working, and research suggests that these same ideas may work at the high school, albeit reframed to fit the unique needs of high school students. The essential program components were designed to build a system for supporting good teaching. Given the high stakes involved in student success on the California High School Exit Examination (CAHSEE), it is important for districts to work with schools at all levels to create this nine-component infrastructure in order to set the stage for effective teaching and learning.

The nine essential program components for improving instruction and student academic performance (grades 9-12) are listed below.

1. The school/district provides state standards-aligned textbooks in all classrooms for all students enrolled in ninth and tenth grade English-language arts and mathematics courses (Algebra 1 and remedial mathematics). Intervention program texts adopted by the State Board of Education (SBE) are available for appropriate students.
2. The school's master schedule reflects effective use of instructional time and provides all students access to the English-language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE and the necessary mathematics courses and instruction needed to master the required skills to pass the related component on the CAHSEE and in Algebra 1.
3. The district provides the school's principal and vice-principals with Assembly Bill 75 (AB 75) Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a SBE-authorized provider. This requirement is substantially fulfilled when either the principal or the vice principal has successfully completed 40 hours of Module I focused on the adopted programs used at his or her site (reading intervention, Algebra I, and English/language arts) and has completed the practicum and plans exist for other administrators to be trained within one year.
4. The district provides a substantial number of fully credentialed ninth and tenth grade English-language arts intervention, Algebra 1, and remedial mathematics teachers. The district provides these teachers with professional development focused on SBE-adopted instructional materials for reading intervention and Algebra I (Assembly Bill 466) as well as for adopted English-language arts and mathematics programs used at their site.

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## Nine Essential Program Components for Instructional Success—Continued

5. The school/district has an assessment and monitoring system (e.g., every six to eight weeks) to inform teachers and principals on student progress and the effectiveness of instruction in ninth and tenth grade English-language arts, Algebra 1, and remedial mathematics classes. These assessments, usually referred to as curriculum-embedded, should be based on the adopted English-language arts, Algebra 1, and remedial mathematics programs. The assessments can be the tests that are included in the adopted programs. The purpose of these assessments is to help teachers and principals make decisions that will improve instruction and student achievement and provide a basis for the monitoring system.
6. The school/district provides instructional assistance and support to teachers of English-language arts, Algebra 1, and remedial mathematics. Some possible options include coaches/content experts who have experience coaching teachers and are knowledgeable about the adopted program. The coaches/content experts work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction
7. The school/district provides SBE-approved intervention programs for all students working two or more grade levels behind in English-language arts and Algebra 1 as assessed on the CAHSEE.
8. The school/district facilitates and supports collaboration by teacher, department, and subject matter in order to plan and discuss lesson delivery based on assessment data for the adopted programs in English-language arts and Algebra 1.
9. School/district general and categorical funds are used appropriately to support the English-language arts and mathematics program goals in the school plan.

Districts can help schools implement these essential components by using the existing state infrastructure of academic content standards, standards-aligned materials for English-language arts and mathematics, California Standards Test data, State Board-adopted materials for middle school intervention (for high school students functioning two or more years below grade level), and professional development (funded under AB 466 and AB 75) associated with these interventions. School planning processes should align general and categorical resources for realizing goals for student success on the CAHSEE in the single school plan for student achievement. In addition, the district can assist schools in the revision of their master schedule in spring of 2004 to ensure that students functioning at the strategic and intensive levels are placed in courses that will help them build toward the CAHSEE objectives. For more information about strategic and intervention levels, refer to the *Reading-Language Arts Framework*, page 227.

Ongoing instructional assistance and support for classroom teachers means that (1) teachers who need content-based pedagogical training receive it; and (2) teachers receive coaching in how to differentiate instruction to meet students' diverse learning needs. Another key aspect of support for improved instruction is collaborative teacher conversation on lesson delivery. These conversations need to be based on evidence of student achievement measured by specific standards and of ways in which instruction can be improved to support better student learning.

Implementation of the nine essential program components at the high school level is a work in progress. Although most of the successful evidence of the use of the components has emerged through implementation at the lower grades, the sharp focus of the components on the core of the educational enterprise – curriculum, instruction, assessment, and professional development – augurs well for their effective use at the secondary level.

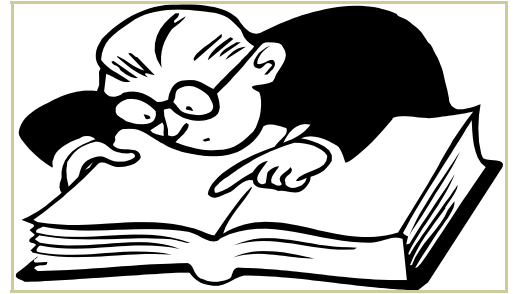
By Kelly Goughnour, CDE, Middle and High School Improvement Office, [kgoughno@cde.ca.gov](mailto:kgoughno@cde.ca.gov)

# CAHSEE UPDATE

## 2003-04 Test Administrations

From *CDE Assessment Notes*, October 15, 2003

Only tenth graders and adult education students are eligible to take the California High School Exit Examination (CAHSEE) during the 2003-04 school year. All tenth graders must take each part of the CAHSEE one time, and only one time, during the 2003-04 school year. Adult education students scheduled to graduate after June 2005 may take the CAHSEE one time during the year. School districts must pick either February or March 2004 for their census administration and may provide one make-up opportunity in March or May. School districts are not required to offer a make-up opportunity, but they are strongly encouraged to do so.



By law all tenth grade students are required to be tested. **During the census administration, school districts are asked to submit an answer document for every tenth grade student, whether or not the student participated.** The answer document will have a score code to account for students who are absent, for students who participated but did not mark their answer document, and for students who had their test invalidated for cheating. There will also be a box on the answer document to indicate if the student is taking the California Alternate Performance Assessment (CAPA) administered to special education students. CAPA will not satisfy the CAHSEE requirement for the purpose of obtaining a high school diploma, but it will satisfy the No Child Left Behind (NCLB) requirement for assessment.

CDE plans to use the number of CAHSEE answer documents as the denominator for calculating the participation rate for the Adequate Yearly Progress (AYP) report. There is no definition in law for determining a tenth grade student, so school districts are advised to use their local definition for determining a student's grade level. For consistency purposes, school districts should use the same definition for both CAHSEE and Standardized Testing and Reporting (STAR). CDE will compare the number of students enrolled in tenth grade for CAHSEE against the number of students enrolled in tenth grade for STAR, and the number should be similar.

## CAHSEE Reminders

From *CDE Assessment Notes*, November 24, 2003

### Documenting Results for Class of 2004 or 2005 Students

Although students in the classes of 2004 and 2005 are no longer required to meet the CAHSEE requirement, the CAHSEE regulations require that CAHSEE results from previous administrations be maintained in students' permanent records. School districts determine locally whether permanent records will be used as transcripts. Results on the disclosed form of the CAHSEE do not apply to this requirement.

### Funding for Class of 2004 or 2005 Remediation

School districts can receive funding to provide remedial instruction to students in the class of 2004 or 2005. Even though these students are no longer eligible to take the CAHSEE, *Education Code* Section 37252 allows school districts to receive remediation funding. For further information, please contact Shelley Goode in the CDE School Fiscal Services Division at (916) 324-4530.

For more information about the California High School Exit Exam, contact the CAHSEE Office at (916) 445-9449 or [CAHSEE@cde.ca.gov](mailto:CAHSEE@cde.ca.gov).



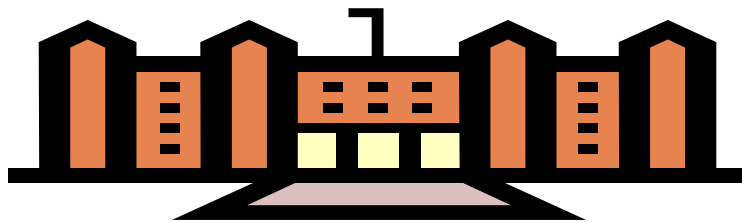
# No Child Left Behind

## Questions and Answers — Supplemental Services Title I, Section 1116(e)

- *What are supplemental educational services?* Supplemental educational services are additional educational opportunities for academic instruction designed to increase the academic performance of students. These services can include tutoring, remediation, and other educational interventions, and they must be provided outside the regular school day.
- *Who can receive supplemental educational services?* Eligible students are from low-income families who attend Title I schools that are in their second year of Program Improvement, in corrective action, or in restructuring. If funds are insufficient to provide services to each eligible student, priority must be given to the lowest-achieving eligible students.
- *Who selects the service provider?* Parents may select any provider from the state-approved list. While the school or local educational agency may make recommendations, parents are not required to accept such recommendations.
- *When must supplemental educational services start to be offered?* Schools that are identified as in need of improvement for two or more years or subject to corrective action prior to the enactment of *No Child Left Behind* (i.e., before January 8, 2002) must offer supplemental educational services beginning in the 2002-2003 school year.
- *What entities can serve as supplemental educational service providers?* Providers may include non-profit entities, for-profit entities, local educational agencies, public schools, public charter schools, private schools, public or private institutions of higher education, and faith-based organizations. All providers must meet the same identification criteria and must undergo the same selection process. No entity can automatically be considered a supplemental educational services provider.

## State Education Agency (SEA) Responsibilities

- The state educational agency (SEA) must (1) consult with parents, teachers, local educational agencies (LEAs), and interested members of the public to identify a wide array of providers so that parents can have a variety of choices; (2) provide annual notices of the requirement to provide services and the process for obtaining approval of a provider; (3) develop and apply objective criteria in the selection of potential providers; (4) maintain an updated list of approved providers; and (5) develop, implement, and publicly report on standards and techniques for monitoring service quality and effectiveness of providers.



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## No Child Left Behind - Continued

### Local Educational Agency Responsibilities

- LEAs must (1) notify parents about the availability of services; (2) help parents choose a provider, if such help is requested; (3) determine which students should receive services when all students cannot be served; (4) enter into an agreement with a provider selected by parents of an eligible student; (5) assist the SEA in identifying potential providers within the LEA; (6) provide information to the SEA so the SEA can monitor the quality and effectiveness of the service offered by providers; and (7) protect the privacy rights of students who receive supplemental educational services.

### Provider Responsibilities

- Entities that agree to become supplemental educational services providers must (1) set specific achievement goals for the student, which must be developed in consultation with the student's parents; (2) provide a description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress; (3) establish a timetable for improving the student's achievement; (4) agree to terminate services if student progress goals are not met; (5) agree to not disclose to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents; and (6) agree that services will be provided consistent with applicable civil rights laws.

### Questions and Answers About Funding

- *How much must be spent on supplemental educational services?* An LEA must spend an amount equal to 20 percent of its Title I, Part A allocation, before any reservations, on (1) choice-related transportation; (2) supplemental educational services; or (3) a combination of (1) and (2).
- *Must all of the funding for supplemental educational services come from Title I funds?* No. The statutory phrase "an amount equal to" means that the funds required to pay the costs of choice-related transportation and supplemental educational services need not come from Title I allocations but may be provided from other federal, state, local, and private sources. However, the amount must be equal to 20 percent of the LEA's Title I, Part A allocations.
- *In addition to Title I, what other federal funds may be used to pay for supplemental educational services?* LEAs may use funds from Title V, Local Innovative Education Program; funds transferred to Title I from other federal education programs under Section 6123 of the Elementary and Secondary Education Act, including funds from Title II, Part A, Improving Teacher Quality State Grants; Title II, Part D, Educational Technology State Grants; Title IV, Part A, Safe and Drug-Free Schools and Communities State Grants; and Title V, Part A, State Grants for Innovative Programs.
- *Must the local educational agency pay for or provide transportation to and from service providers?* While the LEA may provide transportation, it is not required to do so.

Submitted by Jerry Cummings, CDE, Policy and Program Coordination, [jcumming@cde.ca.gov](mailto:jcumming@cde.ca.gov) or (916) 319-0381



## School Reform and the Academic Performance Index: The Calipatria High Story

### Calipatria High School

Community:	Rural	Student Demographics:
District:	Calipatria Unified	African American – 4%
Enrollment:	345	American Indian or Alaska Native - 0
Grade Levels:	9-12	Asian – 1%
		Filipino – 2%
API for 2003:	613	Hispanic or Latino – 73%
English Learners:	33%	White (not of Hispanic origin) – 20%

Calipatria High is located in a small district in Imperial County. The Superintendent, Jim Hanks, likes to remind those new to the area that their district is closer to El Paso, Texas, than it is to Sacramento. Students come from poor families, many of whom are struggling to learn English. Despite the obstacles that poverty presents, the Academic Performance Index (API) for the school has shown a steady increase over the past few years as documented below:

Year	API	Ranking
1999-00	508	2
2000-01	515	2
2001-02	568	3
2002-03	613	*

\* Information not available at time of publication.

The 105-point increase in the API did not happen overnight, nor did it happen in isolation. As part of an improvement plan (similar to the Immediate Intervention/Underperforming Schools Program process), Calipatria High partnered with the Imperial County Office of Education. Assistance included reviewing the school action plan and making suggestions for improvements. According to Patricia Salcido, principal for six years at Calipatria High, staff worked with members from the California Department of Education, the Imperial County Office of Education, the school board, community members, and district staff over a period of time to institute a number of changes that resulted in the remarkable jump in scores.

Through strong support from Superintendent Jim Hanks and the school board, Calipatria High staff were allowed one shortened day per week to have two uninterrupted hours to plan and implement focused programs, such as coaching for increased student achievement and establishing schoolwide practices (i.e., writing prompts) of intensive literacy instruction for any students who were below their grade level.

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## School Reform and the Academic Performance Index: The Calipatria High Story - Continued

Schoolwide practices also included focusing on four specific areas:

1. Standards-based curriculum
2. Effective instructional practices
3. Curricular pathways
4. School culture (leadership, vision, and purpose)

All teachers participated in this planning process.

Another successful piece in the school reform process at Calipatria High is the Environmental and Spatial Technology (EAST) class. The class was implemented as a result of a planning committee recommendation and support for submitting an application to the California Department of Education for funding. A major part of the course includes service-learning projects that connect classroom learning with real problems in the community and the world. The class has changed the way students, teachers, the school board, and the community view education. The accomplishments of the students in the EAST class were celebrated both in the school and in the community. Since the class began, students who had never traveled out of their county perfected their research techniques as well as their public speaking skills in front of state and national audiences as they shared the process and results from their service-learning projects. Interviews with the students enrolled in the class revealed that they are motivated to stay in school as they work with their teammates to research, implement, and follow through on projects that positively impact their community. The West Nile Virus, recently discovered in close proximity to Calipatria High, has prompted students there to collaborate and contribute data as part of a national research project. Students learn the academic content standards in context and receive the benefit of gaining skills needed to be successful in the twenty-first century.

For additional information about Calipatria High, please contact Patricia Salcido at (760) 348-2255.

By Joyce Hinkson, CDE, Education Technology Office, [jhinkson@cde.ca.gov](mailto:jhinkson@cde.ca.gov)



### COUNSELOR'S CORNER

#### American School Counselors Association (ASCA) Conference 2004

The 2004 ASCA annual conference will be held in Reno, Nevada, June 27-30, 2004. The close proximity and the valuable sessions scheduled make the conference a great opportunity for school counseling professionals. Make plans now to attend.

By Paul Meyers, President, California Association of School Counselors,  
[pmeyers@humboldt.k12.ca.us](mailto:pmeyers@humboldt.k12.ca.us)

## Trabuco Hills High School: Career Technical Education that WORKS!

Community:	Urban	Student Demographics:
District:	Saddleback Valley Unified	African American – 3%
Enrollment:	2,729	American Indian or Alaska Native - 0
Grade Levels:	9-12	Asian – 9%
		Filipino – 4%
API for 2003:	784	Hispanic or Latino – 14%
English Learners:	5%	White (not of Hispanic origin) – 69%

Trabuco Hills High School (THHS) in Mission Viejo, California, is a success story. Over the past few years, Trabuco Hills has been the only high school in the state to receive the following honors in consecutive years: 2001 California Distinguished School, 2001 California Excellence in Arts Education (one of three in the state), 2002 National Blue Ribbon School of Excellence, and, most recently, 2003 California Exemplary Career Technical Education School (one of four in the state). The Career Technical Education (CTE) award represents the culmination of an enormous investment of energy and commitment from the school district, the school administration, the teaching staff, the parents, and the students. School site efforts are augmented by an almost seamless relationship with Coastline Regional Occupational Program (ROP).

The success of the program is founded upon the realistic perspective that career technical education enhances the education of all students at the school, regardless of whether they are headed to a four-year university or straight into the workforce. For that reason, Trabuco Hills has developed an extensive array of courses through the district; interagency agreements with ROP; a private industry grant entitled Project Tomorrow; and a Specialized Secondary Program (SSP) grant which founded Trabuco's Institute of Medical and Health Sciences.

The partnership with ROP has gone far beyond that at most high schools. Every semester there are over 550 participants in ROP class experiences. These experiences include field trips, job shadowing, and internships with local businesses that are "cutting-edge" in content. Classes are easily accessible with course offerings on site during the school day and after school and at a variety of sites after school. ROP on-site courses include Computer Graphics, Administration of Justice, Web Page Design, Entrepreneurship, Microsoft Tools, Careers in Education, Docent Science, First Responder, Emergency Medical Technician, and Computer Accounting. ROP courses, in tandem with school offerings, create a variety of multiple-year course sequences for in-depth career preparation and exploration. Additional CTE courses at the school include Computer Assisted Drafting Engineering and Architecture, Video Production, Music Technology, Automotive, Keyboarding, and Science and Technology Exploration Lab. Closely related courses include Scriptwriting and Cinematic Production, Photography, Art, and Ceramics. Most of these courses have multiple levels, from beginning to advanced.

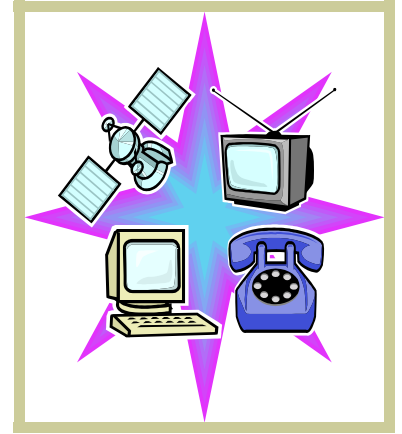
Another unique feature of CTE at Trabuco Hills is the degree of integration that occurs among curricular areas. The cornerstone program is the Institute of Medical and Health Sciences (MedSci Institute), created six years ago with the help of an SSP grant. This program creates a smaller "school within a school," where math, science, and English are interwoven through specially designed, integrated projects. Career exploration is a major component of the curriculum with an emphasis on guest speakers and field trips revolving around potential careers in the medical or health services fields. The program culminates with a

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## Trabuco Hills High School: Career Technical Education that WORKS! Continued

required MedSci career internship experience that can be satisfied through ROP intern courses or through specific placement arranged by the student and the MedSci coordinator.

The benefits of an integrated curriculum are further seen in the creation of innovative courses such as the Scriptwriting and Cinematic Production class. This University of California-approved course combines writing skills from English; directing and acting skills from Drama; analysis from Film Studies; and directing, filming, and editing skills from Video Production. Students benefit from the opportunity to build and apply academic skills in an artistic and career technical experience. Another unique integration occurs between three on-site, after-school ROP courses: Administration of Justice, First Responder, and Emergency Medical Technician. The courses interface throughout the semester, and the culminating activity is a large-scale simulation of an accident scene in which all three classes participate in accident scene investigation and emergency response techniques. Local law enforcement, fire, and ambulance agencies assist in the dramatic production to provide a realistic setting for this experience.



A newer emphasis within the CTE curriculum at Trabuco Hills focuses on the exploration of teaching careers. Founded upon a long-standing Science Field Studies program, THHS teachers and administration sought financial support from a private industry consortium called Project Tomorrow. Located in Orange County, Project Tomorrow is dedicated to expanding science education in the public schools. The Trabuco Hills Docent Science program creates vertical articulation through science education at the elementary and high school levels. Trabuco students design lessons, plan materials, and then deliver the lessons at a specific grade level at the five feeder elementary schools. This instruction fills a void left by a reduction in district science specialists and provides an invaluable career experience for the high school students. Two years ago, a spin-off course was developed with ROP entitled Careers in Education. This course serves a broader purpose of initial exposure to the variety of career options in education along with the first steps of teaching that include observation and sample lesson design and delivery.

While there is a schoolwide value to CTE, it is the direct action of the guidance services at the school that encourages students to maximize their career exploration options. With a staff that includes only two guidance counselors, an ROP career technician, four guidance technicians, and a workability job coach, the program relies for its success upon a unified philosophy and a well-structured system of career exploration units integrated into the social science classes. Every year, carefully designed career units guide students through self-assessments, career center services, on-line exploration activities, and course registration.

When all of the CTE elements mentioned above are combined with a highly qualified, enthusiastic, and innovative staff; support from the local community, business partners and internship sponsors; and guidance from career advisory meetings, the result is the formula for a successful CTE program that truly works for the students of Trabuco Hills High School.

By Dan Sullivan, Principal, Trabuco Hills High School, (949) 768-1934



## Greetings from the Middle and High School Improvement Office

The *High School!* newsletter is developed by the newly organized Middle and High School Improvement Office (MHSIO) of the California Department of Education. In addition to disseminating pertinent information through newsletters to middle and high schools, the work of MHSIO is to provide technical assistance specifically to those middle and high schools and their districts not making their academic targets.

The MHSIO is in the School Improvement Division and under the direction of Assistant Superintendent Wendy Harris. The MHSIO has a manager and five consultants, all of whom have extensive expertise in middle and high schools as teachers, administrators, or program specialists. There is also a collective repertoire of state experience with California standards, state and local assessments, class size reduction, small learning communities, WASC, partnership academies, networks, professional learning, and the development of both the middle and high school handbooks, *Taking Center Stage* and *Aiming High*.

Each member of the MHSIO has served or is currently serving on a state academic audit and monitoring team for middle and high schools facing sanctions. The consultants are experienced in identifying problems, developing practical corrective actions and solutions, brokering resources, and providing technical assistance and encouragement to high priority schools.

The MHSIO invites calls from middle and high schools and their districts not only with questions and challenges but also with solutions, tried strategies, and suggestions for improving student achievement.



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### **Comprehensive Regional Assistance Centers (CAC)**

The Centers provide support, training, and assistance; integration and coordination of programs and services; consultation with No Child Left Behind stakeholders; and professional development services.

Northern California CAC (NCCAC) - [www.wested.org/](http://www.wested.org/)

Southern California CAC (SCCAC) - <http://SCCAC.lacoe.edu>

### **The Center for Public Policy at Temple University**

The Center for Public Policy at Temple University has published "High School Issue Papers: For Youth and Adult Groups Organizing to Transform High School Education in the United States." The eight papers focus on curriculum; instruction; standards, assessment, and accountability; professional development; small schools; change models; school climate, discipline, and safety; and technology. [www.temple.edu/cpp/hs\\_issue\\_papers.htm](http://www.temple.edu/cpp/hs_issue_papers.htm)

### **Learning First Alliance**

Learning First Alliance has published "A Practical Guide to Talking with Your Community About *No Child Left Behind* and Schools in Need of Improvement." The guide includes tips for parents and for community outreach.

[www.learningfirst.org/publications/nclbguide/index.html](http://www.learningfirst.org/publications/nclbguide/index.html)

### **The Algebra Divide**

The Algebra Divide includes essentials on education data and analysis from research authorities. The site lists some Web math resources. [www.districtadministration.com/page.cfm?p=533](http://www.districtadministration.com/page.cfm?p=533)

### **California Reading and Literature Project**

The California Reading and Literature Project is a network of sites housed on university campuses offering professional development for teachers by teachers focusing on academic literacy. <http://csmp.ucop.edu/crlp/>

## **Funding Opportunities**

**California Math and Science Project (CaMSP).** The CaMSP grant program seeks to establish partnerships to improve the academic achievement of students in mathematics and science. The focus is to create opportunities for enhanced and ongoing professional development for mathematics teachers in grades five through algebra and science teachers in grades four through eight. The essential partnership is between an eligible local educational agency (LEA) and eligible departments of an institution of higher education (IHE). County offices of education, individual schools, additional LEAs, IHEs, or other organizations concerned about mathematics and science education may also participate in the partnership. Applications are due January 16, 2004, and can be found at [www.cde.ca.gov/pd/camsp/rfa.html](http://www.cde.ca.gov/pd/camsp/rfa.html)

**Enhancing Education Through Technology.** This program provides grants to assist districts in improving student achievement through the use of technology in elementary and secondary schools. The grant will provide funds for ongoing, sustained, and intensive, high-quality professional development to integrate advanced technologies into curricula and instruction. Applications are due March 10, 2004. More information can be found at [www.cde.ca.gov/funding/](http://www.cde.ca.gov/funding/).

**Early College High School Initiative.** The Foundation for California Community Colleges (FCC) has released Request for Proposals for the Early College High School Initiative Second Round. The FCC will hold applicant workshops in January 2004. For more information, contact Jeff Tschudi at (925) 287-0275 or [tschudi@foundationccc.org](mailto:tschudi@foundationccc.org). Proposals are due March 31, 2004, and can be found at [www.foundationccc.org/echs/echs/echs\\_grant.html#rfp2](http://www.foundationccc.org/echs/echs/echs_grant.html#rfp2).



## CONFERENCE CALENDAR

### Los Angeles County Office of Education

Content Literacy for Secondary Schools Workshops  
Los Angeles, California  
January 2004 – April 2004  
Contact: (562) 922-6496 (Leslie Zoroya)

### Community Day School Network

Statewide Conference  
Red Lion Hanalai Hotel, San Diego, California  
January 11-13, 2004  
Contact: (858) 204-4790

### California Association of Administrators of State and Federal Education Programs

Professional Development Institute  
DoubleTree Hotel Mission Valley, San Diego, CA  
January 14-16, 2004  
Contact: (530) 889-5990  
Note: This event was rescheduled from the original  
date of October 29, 2003.

### California Teachers Association

Good Teaching Conference  
Renaissance Marriot Hotel, Hollywood, California  
January 30-February 1, 2004  
Contact: (909) 372-2505

### CDE, NCCAC, SCCAC, Association of California School Administrators, and Curriculum and Instruction Steering Committee

Secondary Literacy Summit IV  
Hilton Hotel Arden West, Sacramento, California  
March 23-March 24, 2004  
Contact: (650) 692-4300 or (800) 672-3494

## High School! Newsletter

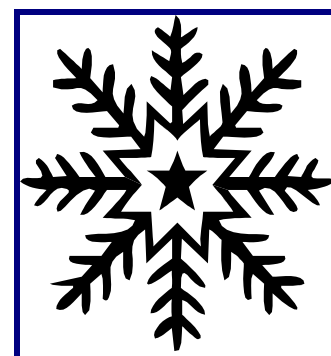
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